2023

California Assembly Bill 89 Modern Policing Degree Task Force Report and Recommendations

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

SONYA CHRISTIAN
Chancellor

California
Community
Colleges

October 17, 2023

The Honorable Reginald Byron Jones-Sawyer
Assembly Member, District 57
1021 O Street, Suite 5210
Sacramento, CA 95814

RE: California Assembly Bill 89 Modern Policing Degree Task Force Report & Recommendations

Dear Assembly Member Jones-Sawyer,

Pursuant to California Penal Code section 13511.1, the California Community Colleges Chancellor's Office (Chancellor's Office) is pleased to submit to the Legislature this report on recommendations outlining a plan to implement the Modern Policing Degree.

The Chancellor's Office is proud to present a vision for the Modern Policing Degree and the future of law enforcement, inclusive of the diverse perspectives of stakeholders, our 2020 Call to Action against systemic racism, and our goals for equity as laid forth in the California Community Colleges Vision 2030.

This report is the culmination of dedicated work from numerous stakeholders who made up the Modern Policing Degree Task Force. The Chancellor's Office is grateful for the contributions of these stakeholders to the Task Force and for your leadership as the author of Assembly Bill 89 (2021).

If you have any questions related to this report, please contact Executive Vice Chancellor Aisha Lowe at ALowe@CCCCO.edu.

Sincerely,

Sonya Christian

Sonya Christian
Chancellor

CALIFORNIA ASSEMBLY BILL 89 MODERN POLICING DEGREE TASK FORCE REPORT AND RECOMMENDATIONS

Prepared By

California Community Colleges Chancellor's Office
Office of Equitable Student Learning, Experience, and Impact
Assembly Bill 89 Taskforce

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ABOUT THE ASSEMBLY BILL 89 TASKFORCE REPORT

This report by the Assembly Bill 89 Taskforce is presented to the Board of Governors and the Legislature. The Taskforce was comprised of 14 members representing a diversity of community college faculty and administrators, law enforcement professionals, and stakeholders including representatives from the Academic Senate for California Community Colleges, the Student Senate for California Community Colleges, the Commission on Peace Officer Standards and Training (POST), student services leaders, and non-profit/community-based organizations to generate recommendations for developing the degree program. The Taskforce held nine public meetings between November 2022 and June 2023. Meeting materials and summary notes are available on the [Modern Policing Degree Taskforce webpage](#).

The final report is comprised of seven sections, each with a set of recommendations:

1. Minimum Education Requirements for Employment as a Peace Officer

2. Courses in the Modern Policing Degree Program

3. Student Graduate Profile

4. Modern Policing Degree Program Learning Objectives and Outcomes

5. Prior Experience and Awarding Credit for Prior Learning

6. Financial Assistance for Students of Historically Underserved and Disadvantaged Communities

7. Other Recommendations Developed by Task Force Outside of AB 89 Requirements

BACKGROUND

With the goal of improving outcomes for all of our students, the Chancellor's Office has been committed to implementing the Vision for Success reforms with equity at the core of our work. The Chancellor's Office has been a leading voice in the state with respect to police education and training. California Community Colleges train most law enforcement officers, firefighters, and Emergency Medical Technicians (EMTs) in California, with more than 100 colleges offering courses in the administration of justice. Moreover after the murder of George Floyd, former California Community Colleges Chancellor Oakley announced a "Call to Action" in 2020 that called for California Community Colleges to actively strategize and take action against structural racism across six key areas listed below.

1. A California Community Colleges systemwide review of law enforcement officer and first responder training and curriculum.

2. Campus leaders should host open dialogue and address campus climate.

3. Campuses should audit classroom climate and create an action plan to create Inclusive classrooms and anti-racism curriculum.

4. District Boards review and update equity plans with urgency.

5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.

6. Join and engage in the Vision Resource Center "Community Colleges for Change.

To address the first area of the Call to Action, which is focused on campus policing practices, a diverse Reimagining Campus Policing Taskforce was assembled. That Taskforce drafted a set of substantive recommendations to enhance campus policing and campus climate as well as impact student success as part of this broad Call to Action to mitigate structural racism. The Chancellor's Office leveraged the work of the Campus Policing Taskforce in the creation of the Assembly Bill 89 Taskforce.

With the recent call for further reform in policing, the California State Legislature passed, and Governor Gavin Newsom signed, Assembly Bill 89 (Jones-Sawyer, Chapter 405, Statutes of 2021), also referred to as the Peace Officers Education and Age Conditions for Employment Act (PEACE). The bill was a direct response to the heightened interest in minimizing the use of deadly force by peace officers, as well as a growing body of scientific evidence showing that certain areas of the brain—particularly those affecting judgment and decision-making—do not develop until an individual is in their early to mid-20s. For this reason, AB 89 included a stipulation that changed the minimum age of incoming officers to 21 years.

It also amended the education requirements for peace officers in the state. Studies have shown that better-educated officers perform better in the academy, receive higher supervisor evaluations, have fewer accidents and disciplinary actions, are less likely to be assaulted, and miss fewer days of work than their counterparts.

As such, Assembly Bill 89 required that the office of the Chancellor of the California Community Colleges (Chancellor's Office) develop a Modern Policing Degree program in

conjunction with the Commission on Peace Officers Standards and Training (POST) and other key stakeholders, including law enforcement employees and administration, California State University faculty and administration, community organizations relevant to the field, and members of the public.

Based on its extensive law enforcement training role and work of the Campus Policing Taskforce, the Chancellor's Office was named in legislation to lead a collaborative effort for developing a Modern Policing Degree program. The Chancellor's Office partnered with RTI International (RTI), an independent, nonprofit research institute with specialized justice and education research and policy focus areas to facilitate the Taskforce meetings and development of recommendations.

LANDSCAPE ANALYSIS

In addition to supporting the facilitation of Taskforce meetings and development of recommendations, RTI International was tasked with completing a landscape analysis of current community college POST certified academies, student outcomes, and identification of relevant criminal justice bachelor's degree programs in California and international academies/institutions for comparison. The purpose of the landscape analysis was to provide the Chancellor's Office and the AB 89 Taskforce with information to support their development of recommendations for a Modern Policing Degree program (see Appendix A).

The landscape analysis also included focus groups conducted to identify specific gaps in the current curriculum, barriers for students, and to understand the relationships between students and faculty, students and their peers, and programs and their communities. The landscape analysis designed by RTI International served as a resource for the AB 89 Taskforce as it identified the curriculum content areas and implementation of a Modern Policing Degree program.

PROCESS AND TIMELINE

LEARNING ARC

The Learning Arc, a visual representation of meeting objectives, acted as the roadmap to ensure that all Taskforce members had baseline knowledge of key topics related to the focus of Assembly Bill 89. Each Taskforce session was designed to ensure that the speakers, presentations, and pre-readings helped members acquire the appropriate knowledge to make informed decisions for the recommendations. There were nine 4-hour sessions, each facilitated with a different focus to help enhance Taskforce member understanding of topics like data-informed policing, credit for prior learning, and financial aid strategies. The ultimate goal of the Learning Arc was to help Taskforce members maintain focus on the goal of creating recommendations for the implementation of a Modern Policing Degree program. By the end of these learning sessions, Taskforce members were able to provide the Chancellor's Office with multiple recommendations for implementation of a Modern Policing Degree program. Below is a visual of the topics and learning objectives covered at each meeting.

	Historical Event	Objectives
T1	**Task Force Overview** November 2022	• Overview and participant introductions • Review California Community College Chancellor's Office Participatory Governance Guiding Principles • Overview of Assembly Bill 89 legislation • Review Task Force Charter • Review Task Force Learning Arc • Overview of what to expect from the Task Force; Discuss contractor (RTI) tasks/deliverables associated with the Task Force; Task Force next steps
T2	**Current ADT/ Transfer Model and Current Police Academy Offerings and their influence on Changes for the Current Model** December 2022	• Provide overview and create understanding for the graduate profile • Provide overview and create understanding of current ADT/Transfer Model • Provide overview and create understanding of current police academy offerings • Identify needs/gaps in the current police academy offerings and ADT/Transfer model • Identify and provide recommendations for the impacts, implications, opportunities, and limitations of changes for current model in relationship to the Modern Policing Degree
T3	**Framing for Evidence Based Policing and Contemporary Challenges in US Policing** January 2023	• Define and understand principles of Evidence-Based Policing • Create understanding and discuss current practices and academy training utilized to address contemporary challenges in US policing • Identify and discuss gaps in current practices and academy training utilized to address contemporary challenges in US policing • Identify and provide recommendations for the impacts, implications, opportunities, and limitations of changes for current model in relationship to the Modern Policing Degree

Historical Event		Objectives
T4	**Competencies and Courses Associated with the Development of a Modern Policing Degree Program and Bachelor's Degree** February 2023	• Identify methods to train academy recruits in Evidence-Based Policing and understand the limitations of its implementation • Identify community college courses that contribute to students' critical thinking skills • Identify minimum age and education requirements for students in the Modern Policing Degree program • Identify desired competencies for students in the Modern Policing Degree program • Create common understanding of how current academy training practices affect those from historically underserved and disadvantaged communities
T5	**DEIA and Infrastructure in a Modern Policing Degree Program** March 2023	• Reintroduce Assembly Bill 89 legislation, AB Task Force Charter and the Task Force member purpose and responsibilities and their relation to the Modern Policing Degree recommendations • Review AB 89 discussion topics and associated recommendations and begin to develop final recommendations for a Modern Policing Degree program • Provide introduction to the Division of Apprenticeship Standards apprenticeship program and develop questions about the program and its relationship to the Modern Policing Degree program • Explore minimum qualifications for faculty teaching in the Modern Policing Degree program • Explore recommendations for how faculty teaching in the Modern Policing Degree program will incorporate Diversity, Equity, Inclusion, Accessibility (DEIA) in their courses

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	Historical Event	Objectives
T6	**Student Services and Support** April 10, 2023	• Explore recommendations for increasing financial support for increased diversity of students enrolled in Modern Policing Degree program • Revisit Division of Apprenticeship Standards apprenticeship program and its relationship to the Modern Policing Degree program • Address ways to equalize the sponsored versus non-sponsored student experience and understand its importance • Identify parameters for maximizing credit for prior learning opportunities, including prior law enforcement experience, appropriate work experience, postsecondary education experience, or military experience to satisfy a portion of the employment eligibility requirements • Address potential conflicts with prior experience that could misalign with the new curriculum • Review AB 89 discussion topics and associated recommendations and continue to develop final recommendations for a Modern Policing Degree program
T7	**Finalize Task Force Recommendations and Elements of a Modern Policing Degree Program** April 28, 2023	• Review AB 89 discussion topics and associated recommendations and continue to develop final recommendations for a Modern Policing Degree program • Continue to develop a graduate student profile for a Modern Policing Degree Program • Identify elements of a Modern Policing Degree Program
T8	**Finalize Task Force Recommendations and Elements of a Modern Policing Degree Program** May 2023	• Review AB 89 discussion topics and associated recommendations and continue to develop final recommendations for a Modern Policing Degree program • Continue to develop a graduate student profile for a Modern Policing Degree Program • Identify elements of a Modern Policing Degree Program • Discuss relevance of recommended Modern Policing Degree Program and Student Graduate Profile to AB 89 legislation

Historical Event		Objectives
T9	**Finalize Task Force Recommendations and Elements of a Modern Policing Degree Program** June 2023	• Finalize the graduate student profile for a Modern Policing Degree Program • Finalize recommendations for a Modern Policing Degree Program • Finalize the elements of a Modern Policing Degree Program • Discuss relevance of recommended Modern Policing Degree Program and Student Graduate Profile to AB 89 legislation • Task Force Wrap-Up & Reflection

PRE-MEETING MATERIALS

Prior to each Taskforce meeting, Taskforce members received pre-read materials to prepare for the meeting. These materials allowed each Taskforce member to review information and come prepared to discuss the topics shared during the meeting. Pre-read materials included resource documents, journal articles, and research briefs to give context and provide structure to Taskforce discussions. The pre-meeting materials also provided a foundational framework to ensure the recommendations and student graduate profile were framed around guided research.

RECOMMENDATIONS

The information in italics are specific references to the Assembly Bill 89 legislation, which is included in applicable sections of the recommendations developed to demonstrate the task force's completion of legislative requirements.

MINIMUM EDUCATION REQUIREMENTS FOR EMPLOYMENT AS A PEACE OFFICER

Include both the modern policing degree program and bachelor's degree in the discipline of their choosing as minimum education requirements for employment as a peace officer referenced in subdivision (a) of Section 1031.4 of the Government Code.

1. Establish a Modern Policing Degree (AA or AS in Policing) that is foundational to and prepares students for a career as a Peace Officer, which shall be completed prior to obtaining a POST Basic Certificate or within 24 months of initial appointment as a Peace Officer.[1]

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1   The 24 months is in recognition of California Penal Code 832.4 regarding POST standards for employment as a Peace Officer: leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB89

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2. Colleges currently operating a POST-certified police academy shall adopt the Modern Policing Degree curriculum so that students can complete both an associate degree in Policing and a Police Academy certification.

3. The California Community Colleges should develop the Modern Policing Degree with transferability into a baccalaureate degree in mind.

4. The California Community Colleges should develop a baccalaureate degree in Policing.[1]

COURSES IN THE MODERN POLICING DEGREE PROGRAM

Focus on courses pertinent to law enforcement, which shall include, but not be limited to, psychology, communications, history, ethnic studies, law, and those determined to develop necessary critical thinking skills and emotional intelligence.

1. Courses in a Modern Policing Degree (Associate in Arts [AA] or Associate in Science [AS] in Policing) should include those listed below that are outlined in AB 89:

    A. Psychology

    B. Communications

    C. History

    D. Ethnic Studies

    E. Law, and

    F. Those determined to develop necessary critical thinking skills and emotional intelligence.

    G. Additionally, the development of the qualities, competencies, values, and desirable characteristics identified in the AB 89 Taskforce's Student Graduate Profile should be incorporated into either existing or new courses that are part of the degree.

2. In addition to the content identified in AB 89, the following courses and topics should be considered for incorporation into a Modern Policing Degree curriculum and contextualized to the profession as contributing to an officer's critical thinking skills, emotional intelligence, and lowered use of force:

    A. Sociology or Social Psychology

    B. History of Policing

    C. Racial and Cultural Diversity

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1   Assembly Bill 927 (Medina, 2021) added Sections 78040 to 78042 to the California Education Code, authorizing California community colleges to offer baccalaureate degrees under specified conditions.

D. Social Justice

E. Interpersonal and Cultural Communications

F. Statistics or Introduction to Statistics for Sociology

G. Policing in the Community (is part of the Course Identification Number (C-ID) suite of courses)

H. Community and the Justice System

I. Ethical Reasoning/Ethics in Practice

J. Introduction to Logic

K. Introduction to Crime

L. Introduction to Transformational Policing

M. Introduction to Critical Thinking

N. Emotional Intelligence

O. Health and Wellness/Mental Health

3. The California Community Colleges Chancellor's Office, in conjunction with the Academic Senate for California Community Colleges, shall convene subject matter experts to develop the Modern Policing Degree curriculum pattern and requirements as necessary.

4. Utilize the existing C-ID (Course Identification Number) process to facilitate development of model curriculum templates and—where courses for the Modern Policing Degree do not already exist—course descriptors to ensure consistency in AA/AS in Policing.

5. Require colleges offering a Modern Policing Degree to be prescriptive in determining which courses within a general education category are mandatory.

6. Encourage colleges, whenever feasible, to allow for double-counting of core degree requirements with general education coursework to help facilitate degree completion.

7. Encourage colleges to offer courses asynchronously and in other modalities, scheduling types, and competency-based education approaches where appropriate to the content, activities, and outcomes of a course to maximize flexible learning opportunities for students.

8. Certificates and degree programs should be designed with an awareness of the unit and time limitations or caps on student financial aid.

STUDENT GRADUATE PROFILE

The purpose of the Student Graduate Profile is to outline the skills that graduates of the Modern Policing Degree should exhibit after taking the contextualized and prescribed courses recommended by the Task Force. The creation of the Student Graduate Profile was outlined in the purpose and responsibilities of the Task Force Charter and connects the recommendations created by the Task Force members for the Chancellor's Office. The Profile should serve as a guide for institutions as they create course content and determine the appropriate pedagogical practices to ensure students are able to meet the expectations outlined in the Profile. The Task Force worked on several iterations of the Profile as their understanding and the development of the recommendations for the program evolved.

Below are the four competencies and descriptions of the knowledge and skills graduates of the Modern Policing Degree program should obtain if recommendations are implemented with fidelity.

Competency	Qualities
Culturally Competent and Equity-Minded	Graduates will exhibit cultural competence, which is the ability to honor and respect the beliefs, language, interpersonal styles, behaviors, and lifestyles of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple acts of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, ongoing process that requires a long-term commitment to learning. **Modern Policing Degree graduates will:** • Understand how one's personal bias or life experiences might impact the action one takes when working with community members, making meaningful decisions, or completing job-related tasks. • Support citizens who exhibit mental health disorders at various levels and make judgments that support the care needed for each individual. • Demonstrate adaptability and flexibility on the job. • Exhibit open-mindedness to non-traditional ideas. • Show an awareness of self and of cultures within different communities, including language, set of customs, beliefs, and gender identity. • Understand the role of police in a democratic society in which all individuals are entitled to equal protection under law and no individual is above the law regardless of their social, economic, or political station.

Competency	Qualities
Critical Thinker	Graduates will be critical thinkers who know how to utilize multiple perspectives when making decisions on the job. **Modern Policing Degree graduates will:** • Critically analyze situations and use good judgment under stressful circumstances, even when limited information is available. • Independently make appropriate decisions, especially those related to ensuring equitable justice and treatment. • Use a logical process to draw conclusions based on different types of inputs, datasets, observations, and patterns. • Exhibit effective reasoning skills to analyze, evaluate, synthesize, and summarize situations. • Understand how to identify and utilize reliable data to solve problems.
Communicator	Graduates will be able to communicate in a culturally competent manner in their role as a Peace Officer. **Modern Policing Degree graduates will:** • Apply interpersonal communication skills. • Exercise adaptivity and use crisis communication skills when necessitated. • Actively listen—use listening and comprehension skills to effectively communicate with a diverse set of audiences (community members, colleagues, community organizations, government agencies, etc.). • Effectively communicate in written and verbal communications. • Collaborate effectively to resolve issues and build relationships within the department and the community. • Understand how to de-escalate situations and prevent use of force through effective communication with different audiences.

Competency	Qualities
Resilient	Graduates will be able to utilize mental and emotional strategies to remain balanced, manage strong or difficult circumstances or emotions, face pressure and challenges and rebound from them, and cope with a crisis in a positive and constructive way. **Modern Policing Degree graduates will:** • Learn to recognize the need for personal mental health support and seek resources, including long-term health awareness. • Understand the importance of physical health and regularly engage in health and wellness as preventive care. • Rebound in a healthy way after dealing with stressful situations. • Understand how to remain as calm as possible in any situation to create an optimal environment for decision-making. • Recognize and be self-aware of the physiological responses to stressful situations and learn how to positively address those responses. • Know how to identify trauma and understand how trauma affects them as individuals and the community. • Utilize resources to support one's own mental health and that of community members. • Have the flexibility to incorporate evolving, evidence-based strategies and tactics into their professional activities throughout their career. • Have the courage and preparation to support modern policing techniques in the face of institutional or peer resistance within policing agencies.

MODERN POLICING DEGREE PROGRAM LEARNING OBJECTIVES AND OUTCOMES

1. A graduate of the Modern Policing Degree program will exhibit the following qualities to serve as a well-rounded member of the police force as outlined in the Student Graduate Profile:

    A. Culturally Competent and Equity-Minded

    B. Critical Thinker

    C. Communicator

    D. Resilient

2. Maintain the current minimum qualifications for the discipline as established in Minimum Qualifications for Faculty and Administrators in the California Community Colleges.

3. Provide colleges with additional professional development resources and encourage them to leverage strategies and allocate funds to help ensure consistent financial support for full- and part-time faculty who teach in community college police academies, so they can stay current in their field and instructional approaches and not have to bear the full cost of remaining POST-certified.

4. Assign faculty to core courses who are familiar with the modern policing approaches and attitudes.

5. Assign faculty to teach classes in the Modern Policing Degree program not based solely on their discipline qualification/preparation but also on their ability to exemplify the minimum qualification of "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (Education Code Section 87360).

PRIOR EXPERIENCE AND AWARDING CREDIT FOR PRIOR LEARNING

Include allowances for prior law enforcement experience, and appropriate work experience, postsecondary education experience, or military experience to satisfy a portion of the employment eligibility requirements.

It is the intent of the Legislature that allowances for prior experience in this paragraph for those with military experience may be provided to those with military specializations pertinent to law enforcement, including those specializations in community relations, de-escalation, foreign language translators, and those determined to require necessary critical thinking skills and emotional intelligence.

It is the intent of the Legislature that allowances for prior experience specified in this paragraph shall be granted to those of good moral character and shall not be granted to those with prior sustained disciplinary actions taken against them, except that the

Commission on Peace Officer Standards and Training may, after considering the severity of the sustained misconduct or violation, grant a partial allowance.

1. Once courses are identified for the Modern Policing Degree and where needed, course descriptors developed, colleges shall initiate work with discipline faculty, POST, and academy directors to develop credit for prior learning (CPL) crosswalks that provide maximum credit for police academy experience; other law enforcement–related academies, including probation/parole, corrections, and dispatch/emergency communications; and career experience.

2. Where appropriate, explore development of credit for prior learning (CPL) crosswalks and awarding of credit for military service and experience in other professions.

FINANCIAL ASSISTANCE FOR STUDENTS OF HISTORICALLY UNDERSERVED AND DISADVANTAGED COMMUNITIES

Include recommendations to adopt financial assistance for students of historically underserved and disadvantaged communities with barriers to higher education access that fulfill the minimum education requirements to be adopted, pursuant to this section, for employment as a peace officer referenced in [subdivision (a) of Section 1031.4 of the Government Code](#)*.*

1. Colleges should shift the responsibility for navigating financial assistance from students of historically underserved and disadvantaged communities to the institution and develop Modern Policing Degree programs that are eligible and registered for state and federal financial aid[1], thereby allowing students to maximize their opportunities for financial assistance.

2. Colleges should provide students from historically underserved and disadvantaged communities with support services, including tutoring and counseling, and information on all other available resources they can access to help ensure their successful completion of the Modern Policing Degree.

3. The Legislature should provide resources and funding to support self-sponsored academy students, especially those from historically underserved and disadvantaged communities with barriers to higher education access who are not eligible for traditional financial assistance.

4. Colleges should ensure that total cost of attendance for their academy program is inclusive of all expenses borne by students to maximize student eligibility for financial aid.

5. Faculty are encouraged to use Open Educational Resources/Zero Textbook Cost materials, when available, to reduce or eliminate textbooks costs for courses in the Modern Policing Degree program.

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1   Awarding credit for prior learning (CPL) can have an impact on the maximum time frame component of Satisfactory Academic progress. Students may only receive federal financial aid and Cal Grants for up to 150% of the program requirements. The CPL units count toward that 150% limit.

6. Colleges should work with their foundations and law enforcement associations to explore non-traditional funding opportunities, develop scholarships for students participating in the college's police academy, and establish grant programs to cover costs of equipment for low-income students.

7. Colleges are encouraged to provide access to technology resources to help facilitate student learning and success.

8. Colleges should use the [California Community Colleges Compendium of Allocations and Resources](#), which provides comprehensive information about all the funding allocations distributed to districts and colleges, to identify sources of funding that provide opportunities to reduce or eliminate direct costs for students.

OTHER RECOMMENDATIONS DEVELOPED BY TASK FORCE OUTSIDE OF AB 89 REQUIREMENTS

1. The Legislature should plan for and fund a longitudinal study of the outcomes of the Modern Policing Degree program on policing, including but not limited to reduction in use of excessive force and increased community trust.

2. Law enforcement agencies should partner with colleges to create outreach programs to attract students to enroll in and faculty to teach in the Modern Policing Degree program, including developing communication plans and recruitment strategies to address recruitment challenges.

3. Colleges, K–12, and law enforcement agencies should advertise the Modern Policing Degree program to historically underserved and disadvantaged communities.

4. Colleges, law enforcement agencies, and other partners should utilize K–14 pathways for recruitment and communications about the profession through career exploration programs.

CLOSING AND SUMMARY

Students attend California's community colleges because they present opportunities for socio-economic advancement and career mobility. This is especially true for students from historically underserved and disadvantaged communities with barriers to higher education access. The California Community Colleges is committed to helping our students equitably succeed. For our system, that means creating a Modern Policing Degree program that is committed to equity, affordability, access, student-centered design, holistic supports, and modernized curriculum for the profession of policing with the option for students to earn a community college baccalaureate. The Assembly Bill 89 Taskforce developed over 30 recommendations for the Chancellor's Office consideration to implement a robust program that delivers on those commitments.

APPENDICES

APPENDIX A: RTI INTERNATIONAL LANDSCAPE ANALYSIS SUMMARY

The purpose of the RTI International landscape analysis was to provide the Chancellor's Office and Task Force with information to support their development of recommendations for a Modern Policing Degree program.

Methodology

Web Searches. The California POST website was used to identify all POST academies. Searches of academy and community college websites were conducted to collect available entrance and transfer requirements, outcomes, and demographics. Similar searches were conducted to identify relevant criminal justice bachelor's degree programs in California and international academies/institutions for comparison. Additionally, searches were completed to obtain the required qualifications for California POST academy instructors and instructors from bachelor's degree programs selected for comparison. In total, information was reviewed and extracted from 73 websites.

POST and Census of Law Enforcement Training Academies (CLETA) Data Analysis. A request for POST data was submitted to the Interim Vice Chancellor of Workforce and Economic Development, California Community Colleges to (1) examine demographics, attendance, completion, and other outcomes of POST recruits; (2) identify gaps in current data collections from POST, California community colleges, and their 19 academies; and (3) guide the creation of a survey to collect data from the 19 California academies operated by community colleges in order to fill information gaps. Analysis of the POST data included descriptive statistics overall and by academy.

CLETA gathers information on recruits, staff, training curriculums, equipment, and facilities from training academies that are responsible for administering mandatory basic training to newly appointed or elected law enforcement officers. These academies are operated by state, county, and municipal agencies and by universities, colleges, and technical schools. Academies that provide only in-service training were excluded from the 2018 CLETA. A total of 681 academies were eligible to participate in the 2018 CLETA. Because an overall 95% response rate was not achieved, a nonresponse weight adjustment was created using academy type to better represent the population. Data for the 2018 CLETA were downloaded from the Inter-university Consortium for Political and Social Research website. A descriptive analysis of the CLETA data was conducted.

POST Variables/Data Examined
Gender and race of attendees and graduates, by academy and course
Overall number of attendees and graduates, by academy
Hours per course, by academy
Attendees and graduates ever hired and currently hired, by academy and course
Attendees and graduates, by academy, course, and employer
Number of days per course for attendees and graduates, by academy
Instructors that are current peace officers, by academy and course

CLETA Variables/Data Examined
Number of academies offering bachelor's and associate degree programs
Number of academies that oversee field training
Number of academies that conduct orientation for family members
Minimum education requirements
Number of full- and part-time instructors that are: • Sworn officers employed/assigned to academy • On-duty sworn officers temporarily assigned to academy • Off-duty sworn officers compensated to teach • Retired sworn officers • Civilians employed by/permanently assigned to academy • Total full-time trainers/instructors • Total part-time trainers/instructors
Number years of law enforcement experience for academy full-time trainers/instructors
Requirements for full-time trainers/instructors
Resources available for recruits (such as computer labs, firing range, fitness facilities)
Academy training environment (stress vs. non-stress model)
Courses provided and number of hours of instruction by course
Instruction on how to identify/respond to excessive use of force by other officers

Focus Groups. Focus groups were conducted to identify specific gaps in the current curriculum, barriers for students, and to understand the relationships between students and faculty, students and their peers, and programs and their communities. All programs are required to teach the basic POST courses, but many choose to require additional "elective" courses to supplement a student's education. These are not standard across programs. Although online data identified which courses are being taught currently in academies and community college programs, these data did not capture information on what instructors and students feel is missing from their police training, the courses they consider most relevant to their work and education, and which of those may be less important. Furthermore, focus groups allow for the examination of the differences in the sponsored versus non-sponsored student experience. The publicly available data can only communicate differences in attrition, retention, graduation, grades, and hire rates between these individuals. The focus group provided a more in-depth perspective to these student experiences in a way a survey (described below) cannot.

A facilitator and notetaker met with five focus groups of two to four participants each between December 2022 and March 2023. Participants included academy and community college instructors and current police officers. After much effort, we were unable to secure participation of any current students although one non–degree-seeking student did participate. Most (71%) focus group participants were directors or coordinators of training at community colleges and law enforcement agencies. Facilitators provided context for the focus groups and obtained participant consent to take part and for notes to be taken. Focus groups were conducted via Zoom and lasted between 45 and 90 minutes. Sessions were not recorded, and all information gathered was de-identified to protect the privacy of the participants.

Focus Group Summary of Participants

Focus Group	Number of Participants	Participating Institutions
1	4	3 community colleges/1 academy
2	3	2 community colleges
3	3	2 community colleges/1 academy
4	2	2 community colleges
5	2	1 community college

The notes from the focus groups were analyzed using a process known as thematic analysis. In this process, all notes were de-identified and analyzed for common themes. As themes were identified, the focus group notes were reanalyzed based on those themes to provide cohesive findings.

Student Survey. A survey was developed based on focus group findings to understand policing students' perceptions of their training programs as well as content they would like to see incorporated in the development of a Modern Policing Degree program. Student perceptions of culture, current program focuses, and training style were also assessed. With assistance from the Chancellor's Office, the survey was distributed April 11 through June 6, 2023, to students currently enrolled within community college–affiliated police academies,

those who had graduated from an academy in the last 3 years, and students who had just enrolled within these programs. A total of 637 survey responses were received; however not all survey responses were complete. There was consistent responding among 517 respondents.

Landscape Analysis: Key Considerations

The landscape analysis resulted in the following key findings for consideration for the development of California's Modern Policing Degree program.

Landscape Analysis Topic Area	What did the data tell us?
Completion Rates	POST data show that the lowest completion rates were for the Basic Course – Module II Extended and the Basic Course – Extended. It also showed better basic training completion rates when there is a higher percentage of instructors who are Peace Officers. • The Basic Course – Extended had a 58% completion rate, far lower than other courses/modules. • On average, basic training completion rates increased as the percentage of instructors who were Peace Officers increased, from an average 75% completion rate among academies with fewer than half of instructors who were Peace Officers to an average 89% completion rate for academies with three-quarters or more of instructors who were Peace Officers. This same pattern (higher completion rates with a higher percentage of Peace Officer instructors) was observed when examined by academy type (community college–affiliated and not community college–affiliated).

Landscape Analysis Topic Area	What did the data tell us?
Hiring Rates	In general, California law enforcement agencies are experiencing difficulty filling vacancies. POST data show hiring rates are decreasing and that hiring rates are better for recruits from community college–affiliated basic training academies where at least 50% of instructors are Peace Officers. **NOTE: The challenge in recruiting additional Peace Officers to teach in community college-affiliated academies is that they must meet both the teaching requirements of POST and maintain the current minimum qualifications for the discipline as established in Minimum Qualifications for Faculty and Administrators in the California Community Colleges. However, because of AB 89 calling for increased minimum educational requirements for Peace Officers, the number of peace officers who meet the minimum qualifications for teaching in a community college should increase over time.**

Landscape Analysis Topic Area	What did the data tell us?
Training Requirements	National data and international information show that few academies offer degrees, the average length of training is longer nationally and internationally than in California, international training programs require more pre-requisite testing, and that many academies offer courses as part of their training that address the skills and traits the Task Force identified as being important for a Modern Policing Degree program.*- • Nationally, in 2018, 22% of academies offered an associate degree and 4% offered a bachelor's degree. Internationally, training in the United Kingdom and Finland results in a degree. **NOTE: Regardless of the lower educational requirements nationally, AB 89 calls for the development of a Modern Policing Degree and an increase in the minimum education requirements for employment as a Peace Officer in California.** • CLETA data show that, nationally, basic training is on average 40 days or 8 weeks longer than the average length of basic training in California (per POST data). Internationally, training can last several years. • Some international training programs mandate psychological and other testing as prerequisites to training. • During the AB 89 Task Force meetings, members discussed elements of the future Student Graduate Profile and the skills, traits, and competencies that future graduates of a Modern Policing Degree program should possess. Focus group participants identified many of the same courses and skills, including mindfulness, self-awareness, cultural competence, critical thinking, good writing and communication skills, strong emotional intelligence, having a victim-centered approach, understanding health and wellness, and being able to handle stress.

Landscape Analysis Topic Area	What did the data tell us?
Student Perceptions of Training	Current and recently graduated basic training academy students' perceptions about current training included the following: • Customer service, bias training, and emotional intelligence are topics of the least focus in non–POST-required work. • Students desire non-classroom and/or outside of classroom/academic training during the academy.

APPENDIX B: TASKFORCE CHARTER

California Assembly Bill 89 Taskforce Charter
September 2022

With the recent call for further reform in policing, the state of California amended California Assembly Bill (AB) 89, also referred to as the Peace Officers Education and Age Conditions for Employment Act or PEACE Act. In response to that amendment the California AB 89 Taskforce was created. The Taskforce has been given a specific charge to make recommendations related to the development of a Modern Policing Degree program.

Establishment And Authority

Existing law requires the Commission on Peace Officer Standards and Training (POST) to establish a certification program for specified Peace Officers, including officers of the Department of the California Highway Patrol. Existing law requires the commission to establish basic, intermediate, advanced, supervisory, management, and executive certificates for the purpose of fostering the education and experience necessary to perform general police service duties. Existing law requires certificates to be awarded based on a combination of training, education, experience, and other prerequisites, as determined by the commission.

This bill requires the office of the Chancellor of the California Community Colleges (Chancellor's Office) to develop a Modern Policing Degree program, with the commission and other stakeholders to serve as advisors, as specified, and to submit a report on recommendations to the Legislature outlining a plan to implement the program on or before June 1, 2023. The bill includes, but is not limited to, recommendations to adopt financial assistance for students of historically underserved and disadvantaged communities with barriers to higher education access, as specified. The bill requires the commission to adopt the recommended criteria within two (2) years of when the Chancellor's Office submits its report to the Legislature.

Existing law requires Peace Officers in this state to meet specified minimum standards, including age and education requirements. This bill also increases the minimum qualifying age from 18 to 21 years of age for specified Peace Officers.

Membership

The California AB 89 Taskforce members are designated by the Chancellor's Office. Each member will serve until June 1, 2023. The California AB 89 Taskforce will consist of the following members:

- Representatives from the Academic Senate for California Community Colleges (ASCCC)

- Representatives from Commission on Peace Officer Standards Training (POST)

- Representatives from law enforcement administration

- Representatives from law enforcement employees

- Representatives from California State University faculty and administration

- Representatives from the Student Senate for California Community Colleges

- Representatives from community organizations

- Representatives from the California Association of Community College Registrars and Admissions Officers

- Representatives from the California Community Colleges Chief Instructional Officers organization

- Representatives from the Chief Student Services Officers Association

- Representatives from the Association of Chief Human Resource Officers

Leadership

The Taskforce efforts will be facilitated by RTI International, overseen by the Chancellor's Office and meetings co-chaired by the ASCCC and POST.

Purpose And Responsibility

The California AB 89 Taskforce's responsibilities are as follows:

- Provide recommendations on the relationship between a Modern Policing Degree and the current police academy offerings on the Modern Policing Degree and the current ADT/Transfer Model Curriculum.

- Provide recommendations on the competencies and values that should guide the development of a Modern Policing Degree program and bachelor's degree in the discipline of their choosing as minimum education requirements for employment as a Peace Officer.

- Identify courses that contribute to officer's critical thinking skills and lowered use of force incidents.

- Provide recommendations for increasing financial support for increased diversity of students enrolled in Modern Policing Degree program.

- Provide recommendations and parameters for maximizing credit for prior learning opportunities for prior law enforcement experience, and appropriate work experience, postsecondary education experience, or military experience to satisfy a portion of the employment eligibility requirements.

- Create a Student Graduate Profile for a Modern Policing curriculum.

- Provide recommendations on minimum qualifications for faculty teaching in the Modern Policing Degree program and police academies.

- Provide recommendations for how faculty teaching in these programs will meet the new Diversity, Equity, Inclusion and Accessibility (DEIA) Evaluation and Tenure Review regulation requirements.

- The California AB 89 Taskforce will meet virtually monthly for a period of seven (7) months. Members are expected to review materials in advance of the meetings, actively engage in discussions during meetings, and to participate in work groups as needed.

APPENDIX C: STAKEHOLDER ENGAGEMENT

The Taskforce recommendations were the result of a robust process of engaging with the many voices. Diverse stakeholders from within the community college system and from the communities and organizations with expertise served on and/or informed the Taskforce.

Subject Matter Experts

Subject matter experts (SMEs) were invited to present on topics within the learning arc during each Taskforce meeting.

- **Cheryl Aschenbach**, Taskforce Co-chair, President-Elect, ASCCC. Overview of California Community Colleges Current Associate Degrees for Transfer/Transfer Model; Overview of Faculty Minimum Qualifications for California Community Colleges.

- **Manny Alvarez**, Taskforce Co-chair, Executive Director, Commission on POST. Overview of California's Current Police Academy Training.

- **Dr. Renee Mitchell**, Principal Research Scientist of Evidence-Based Policing, Axon. Co-founding member of the American Society of Evidence-Based Policing. Principles of Evidence-Based Policing; Considerations for the Implementation of an Evidence-Based Policing Curriculum; Methods to Train Recruits in Evidence-Based Policing and Implementation Limitations.

- **Linda Vaughn**, Regional Director, Public Safety Sector in the San Francisco Bay Regional Community College Consortium, ASCCC. California Community College Approach to Critical Thinking.

- **Sharon Sampson**, AOJ Faculty, Professional Development Co-coordinator, EEO Site Lead, Grossmont College, ASCCC. California Community College Approach to Critical Thinking.

- **Sandra Sanchez**, Interim Vice Chancellor, Workforce and Economic Development Division, Chancellor's Office. Introduction to California Community Colleges Apprenticeship Program.

- **Walter Allen**, III, Director, Rio Hondo Police Academy at Rio Hondo College; President of the League of California Cities African American Caucus. California Community Colleges Approach to Incorporating DEIA in AOJ Programs.

- **Tammi Murrell**, Director of Public Safety Training Programs, Delta College; President, California Academy Director's Association. California Community Colleges Approach to Incorporating DEIA in AOJ Programs.

- **Gina Browne**, Assistant Vice Chancellor, Chancellor's Office. California Community Colleges Approach for Increasing Financial Support for Increased Diversity of Students.

- **Adele Burns**, Deputy Chief, Division of Apprenticeship Standards, Department of Industrial Relations. Overview of Division of Apprenticeship Standards Apprenticeship Program.

- **Charles Richards**, Senior Apprenticeship Consultant, Division of Apprenticeship Standards, Department of Industrial Relations. Overview of Division of Apprenticeship Standards Apprenticeship Program.

- **Chantée Guiney**, Community College Specialist, Chancellor's Office, Office of Equitable Student Learning, Experience, and Impact. California Community Colleges Approach to Credit for Prior Learning.

- **Dr. Samuel Lee**, Vice President of Academic Affairs and Chief Ambassador for the California Military Articulation Program (CMAP) Initiative, Norco College. California Community Colleges Approach to Credit for Prior Learning.

- **Dr. Sigrid Williams**, AOJ Faculty and Credit for Prior Learning Coordinator, Norco College. California Community Colleges Approach to Credit for Prior Learning.

- **Terence Nelson**, Director of Academic and Institutional Partnerships for the CMAP Initiative, Norco College. California Community Colleges Approach to Credit for Prior Learning.

- **Assemblymember Reginald Byron Jones-Sawyer, Sr.**, California State Assembly, 57th District. Overview of the History of AB 89 and the Equity Imperative for Modern Policing Degree.

Public Meeting Participating Organizations

- Aaron Reed & Associates

- Antelope Valley College

- Bakersfield College

- California Academy Director's Association

- California Commission on Peace Officer Standards and Training

- California Community Colleges Chancellor's Office

- California Highway Patrol

- California Police Chiefs Association

- California State University Chancellor's Office

- Chaffey College

- City and County of San Francisco Department of Human Resources

- College of the Canyons

- College of the Desert

- Compton College

- Delta College

- El Camino Community College

- Foundation for California Community Colleges

- Fresno City College

- Glendale Community College

- Grossmont College

- Imperial Valley College

- Las Positas College

- Lassen Community College

- Los Angeles Trade Technical College

- Merritt College

- Office of Assemblymember Jones-Sawyer

- Rancho Santiago Community College District

- Rio Hondo College

- San Bernardino Community College District

- San Bernardino Valley College

- San Francisco Police Department Regional Training Facility

- San Joaquin Delta College

- San José State University

- Imperial Valley College

- Las Positas College

- Lassen Community College

- Los Angeles Trade Technical College

- Merritt College

- Office of Assemblymember Jones-Sawyer

- Rancho Santiago Community College District

- Rio Hondo College

- San Bernardino Community College District

- San Bernardino Valley College

- San Francisco Department of Human Resources

- San Francisco Police Department Regional Training Facility

- San Joaquin Delta College

- San José State University

- University of San Francisco

- Ventura College

- West Los Angeles College

Public Comments and Feedback

Throughout the course of the Taskforce meetings, public participants were invited to participate and share their questions and feedback with the Taskforce, who used this information as guidance as they developed recommendations. Below is the summary of public comments and feedback from AB 89 Taskforce public participants:

Between November 2022 and June 2023, the California Community Colleges Chancellor's Office received 10 public inquiries about AB 89 and the work of the Taskforce.

Four inquiries were about ways to participate in, contribute to, or simply follow the work of the AB 89 Taskforce. These included an inquiry from a private university interested in a possible transfer pathway and another from a police department captain who believes strongly in educating California Peace Officers.

One inquiry was for information in preparation for a faculty presentation on the tie-in of the Modern Policing Degree with Credit for Prior Learning (CPL). Another wanted to know whether either the Modern Policing Degree or a bachelor's degree would suffice for meeting the AB 89 education requirements.

The remaining four inquiries asked about the timing and availability of the AB 89 recommendations and the AB 89 Report to the Legislature.

APPENDIX D: GLOSSARY OF TERMS

- ASCCC: Academic Senate for California Community Colleges

- AOJ: Administration of Justice

- AB 89: Assembly Bill 89

- AA: Associate of Arts

- ADJ: Associate Degrees for Justice

- ADT: Associate Degrees for Transfer

- AS: Associate of Science

- CADAA: California Dream Act Application

- CMAP: California Military Articulation Platform

- CSU: California State University

- CPOST: Correctional Peace Officers Standards and Training

- C-ID: Course Identification Number

- CPL: Credit for Prior Learning

- DEIA: Diversity, Equity, Inclusion, and Accessibility

- EBP: Evidence-Based Policing

- EFC: Expected Family Contribution

- FAFSA: Free Application for Federal Student Aid

- FTES: Full-Time Equivalent Student

- GED: General Education Development

- GC: Government Codes

- IGETC: Intersegmental General Education Transfer Curriculum

- ISA: Instructional Service Agreement

- Non-affiliated student: These students are "self-sponsored" (i.e., they pay their own way through the academy). These students generally have a full or part-time non-law enforcement job and may or may not have begun the application process with a law enforcement agency.

- OJT: On-the-Job Training

- POST: Peace Officer Standards and Training

- RSI: Related and Supplemental Instruction

- Affiliated "sponsored" student: Students who have successfully completed the hiring/ selection process with a department, have been hired as a recruit or trainee, and the department "sponsors" (i.e., pays for) their academy training. These recruits/cadets usually receive a trainee salary while attending the academy.

- TMC: Transfer Model Curriculum

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